DOCUMENT RESUME

ED 352 271 SE 053 417

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TITLE "Magic Day": Multi-Disciplinary, Multi-Sensory Awareness Gathered and Integrated into the Curriculum.
INSTITUTION Indiana Univ. Southeast, New Albany.
PUB DATE Sep 92
NOTE 35p.; For related document, see ED 164 458. Activity #15 and #45 contain small, dark, filled-in print.
AVAILABLE FROM Indiana University Southeast, 4201 Grant Line Road, New Albany, IN 47150 ($2.75).
PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Art Education; Elementary Education; Field Instruction; *Field Trips; Inquiry; *Integrated Activities; Integrated Curriculum; *Interdisciplinary Approach; Language Arts; Learning Activities; *Map Skills; Mathematics Education; *Multisensory Learning; Outdoor Education; Reading Assignments; Science Education; *Social Studies; Teaching Methods; Writing Assignments
IDENTIFIERS *Cemeteries; Historical Landmarks; Process Skills

ABSTRACT

This document contains a comprehensive set of activities that serve to integrate all the curricular areas commonly taught in elementary schools. The 45 activities are designed to encourage multi-disciplinary and multi-sensory learning experiences in a cemetery. In addition to their use in cemeteries, these field tested activities may also be appropriate for monuments, memorials, plaques, wooded areas, and historical markers and documents in other areas. Opportunities for discovery, self-initiated inquiry, comprehensive environmental awareness, and an appreciation for one's heritage are achievable outcomes of "Magic Day." (PR)

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MAGIC DAY

MULTI-DISCIPLINARY MULTI-SENSORY AWARENESS GATHERED AND INTEGRATED INTO THE CURRICULUM

OR "PLOTTING AMONG THE PLOTS"

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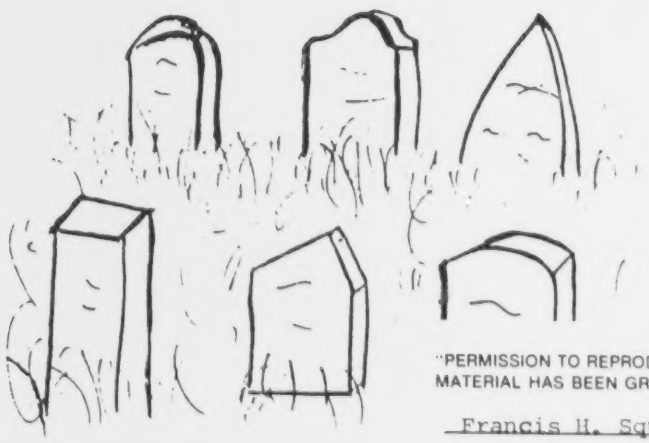

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RATIONALE

MAGIC DAY is a name that we have given to a comprehensive set of activities which serves to integrate all the curricular areas commonly taught in elementary schools. Therefore, these activities are designed to encourage multi-disciplinary and multi-sensory learning experiences for elementary pupils. We have chosen a cemetery for a setting and have assembled and field-tested dozens of activities which may also be appropriate for monuments, memorials, plaques, wooded areas, and historical markers and documents in other locations.

The special ambiance of a cemetery lends itself easily to a variety of introspective pursuits. It is easy for adults to get caught up in remembrances of things past. However, we all realize that children are strongly oriented to the concrete, the here and now. Therefore, the focus for all experiences in this MAGIC DAY book is ACTION. The activities are designed to give children opportunities to move around freely, to touch, to feel, to taste, and finally to share their experiences in the fullest sense. Opportunities for discovery, self-initiated inquiry, comprehensive environmental awareness, and an appreciation for one's heritage are achievable outcomes of MAGIC DAY.

We hope you enjoy MAGIC DAY and come to view the cemetery as a place where multi-disciplinary, multi-sensory learning can be integrated into the curriculum through very alive and exciting experiences.

Guy Wall
Claudia Crump
Vera Del Grande
Fran Squires

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36 Route to Faireview Cemetery

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(crump)

INSTRUCTIONS for CONTINUING ACTIVITIES

The following activities require a survey of large sections of the cemetery and thus should be started early and continued along with other activities which may be completed with data from one tombstone or one small area of the cemetery. SELECT AT LEAST ONE ACTIVITY FROM THE CONTINUING ACTIVITIES described in this section. You may combine with other teams to gather and share your data.

ACTIVITY #1

TOPIC: Magic in Rubbings

AREAS: Art

MATERIALS: Crayons
Scissors
Large sheets of newsprint
Masking tape

OBJECTIVE: Given time to survey a variety of tombstone shapes, the student will select one and prepare a rubbing for display.

ACTION: While completing other activities, survey the tombstones; select one which is most interesting to you or unusual in any manner. Make a rubbing by taping a piece of newsprint over the epitaph and rubbing your crayon consistently across the imprint. Experiment by using many colors. In preparation for class display, cut the newsprint to show the shape of the stone.

ACTIVITY #2

TOPIC: Sensory Awareness

AREAS: Language Arts--
Listening
Vocabulary
Writing

MATERIALS: Writing paper
Pencil

OBJECTIVE: Given five minutes or more, the student will list and categorize words to describe sensory images as a result of experiences in the cemetery.

ACTION: Explore part of the cemetery to experience its ambiance, i.e., its atmosphere. Be sure to be receptive to perceptions from all your senses, as well as to feelings which you may associate with cemeteries. During the entire time you are in the cemetery, record as many words related to your perceptions and feelings as come to mind. At the end of your time, sort the words in categories of your own devising. Use the categories for other writing activities.

ACTIVITY #3

TOPIC: Rubbings Timeline

AREAS: Social Studies
Math

MATERIALS: Newsprint, Crayons, Scissors, Tape, Drawing paper, Glue

OBJECTIVE: After making rubbings of dates of death from many stones, the student will make a timeline(s) arranging dates in order.

ACTION: Make rubbings of varied dates of death. Search for very early and recent ones. Try to find a rubbing for each 25 years in between. Cut out the dates and arrange them in order on a piece of drawing paper. Be sure to space and group the dates according to length of time between.

ACTIVITY #4

TOPIC: Shape Survey

AREAS: Social Studies
Art
Math

MATERIALS: APPENDIX Resource Worksheet of Cemetery Stone Shapes
Pencil

OBJECTIVE: Given a Resource Worksheet of stone shapes, the student or team will record dates of death found on stones and write when each shape was most popular.

ACTION: Survey different areas of the cemetery looking for stone shapes to match drawings on the Resource Sheet. Write years of death for each on the matching drawing. After collecting many dates, determine when the shape of stone was mostly used. Add your own drawings of shapes which are not on the Resource Sheet.

ACTIVITY #5

TOPIC: Cemetery Treasure Hunt

AREAS: Social Studies- Mapping
Language Arts- Writing

MATERIALS: APPENDIX Worksheet for Cemetery Treasure Hunt and Map
Pencil

OBJECTIVES: Given a map of the cemetery and location clues, the student or team will find information for all underlined words on the Treasure Hunt Sheet with the aid of the cemetery map.

ACTION: Use the cemetery map to aid in locating information for each underlined word on the Treasure Hunt Sheet. Some of the information can be found <u>anywhere</u> in the cemetery. Make up two good treasure hunt activities on your own. Turn in your completed sheet for your treasure.

ACTIVITY #6 A **TOPIC:** Service Club Emblems

Areas: Art
Reading
Social Studies

MATERIALS: Resource description on service club emblems (below)

OBJECTIVE: Given a resource worksheet with descriptions of Service Club Emblems the student or team will be able to identify the emblems on the head stones and survey the popularity of the service clubs at various times.

ACTION: Record the names and dates of birth and death of the members of the following service clubs. The emblems will be boldly displayed on the headstones of the members.

SERVICE CLUBS AND THEIR EMBLEMS

Eagles - Aerie plus a number with the initials F.O.E. for Fraternal Order of Eagles. Aerie means nest so their club house is called an Eagles Nest.
Elks - A large head of an elk with antlers supporting the letters B.P.O.E. for Benevolent and Protective Order of Elks.
Kiwanis - large 'K' in a circle.
Knights of Columbus - large shield with a Celtic cross placed like an 'X' behind it.
Lions - Two lions heads back to back making a circle with a large capital 'L' in the center.
Mason - A carpenter's square below and a drawing compass above making a diamond with a capital letter 'G' in the center of it.
Moose - Moose head with antlers.
Odd fellows - Three connected links of chain, oblong in shape with the letters I.O.O.F. for Independent Order of Odd Fellows.
Optimist - An octagon containing a large 'O' with a capital 'I' in the center.
Redmen - An Indian head with feathered headdress. This organization is not longer active but you will find many headstones having this symbol.
V.F.W. - A Celtic cross behind the Great Seal of the United States. The great seal has an eagle on it with its wings spread and holding arrows and an olive branch in its feet. This emblem is quite often in bronze.

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ACTIVITY #6

TOPIC: Gravestone Symbols

AREAS: Art
Reading
Writing

MATERIALS: APPENDIX Resource Worksheet for Gravestone Symbols
Pencil

OBJECTIVE: Given a Resource Worksheet of Gravestone Symbols, the student or team will locate stones, record dates, and answer questions to determine which symbols were used most often at certain times.

ACTION: Survey the cemetery for stones having different symbols on them. Record dates of death after each symbol and definition on the Resource Sheet. Discuss the real meanings of the symbols and answer the questions at the end of the sheet.

ACTIVITY #7 **TOPIC:** Cemetery Demographics

AREAS: Math
Writing

MATERIALS: Paper Pencil
Graph paper

OBJECTIVE: After collecting data during a cemetery search, students will use various math skills to investigate and interpret demographic data from the cemetery.

A Note about Tombstone Statistics

A number of activities require the collection of the same kinds of data. These activities are all grouped together. Below you will find a synopsis of the kinds of information available.

Data Obtainable from Tombstone Faces	Data Obtainable from Cemetery Records
Year of Death	Cause of Death
Age at Death	Costs of Lots and Stones
Lifespan	

A Note about Organization

Below are described 5 activities, each of which can be broken into three time periods. Thus as many as 15 teams can work concurrently on this project, or only part of the total can receive focus. Start by designing graphs and tables for data collections. Then organize teams and arrange for data sharing and comparisons.

ACTION: Each activity below requires data on at least 30 individuals from each of three consecutive 20-year periods.

1. Determine the average age of death during the three periods as well as during the entire 60-year period.
2. Determine the range of dates found on the tombstones, i.e., what are earliest and the most recent birth dates and death dates?
3. Determine the average lifespans from males and females during each 20-year period and over the entire 60-years?
4. Determine the cost of lots and stones over a time period. Graph the changes.
5. Determine the causes of death over a time period. You may need a dictionary to find meanings of some of the terms. Older citizens and doctors may be able to help with definitions.

INSTRUCTIONS FOR AREA ACTIVITIES

The following activities can be completed with data from one or a few tombstones, in one plot or in a small area of the cemetery. CHOOSE AS MANY OF THESE ACTIVITIES AS YOU THINK YOU HAVE TIME TO COMPLETE. You may wish to over plan and to prioritize the activities to start with the most exciting or valuable learning experiences. You may also combine with other teams to gather and share your data.

ACTIVITY #8 **TOPIC**: Family Time Line

AREAS: Social Studies
Math

MATERIALS: Paper Pen
Cemetery Record Book

OBJECTIVE: Given a family plot, the student will compose a time or life line and draw 3 or more conclusions about the family.

ACTION: Locate several tombs which belong to a family. Draw a long line on your paper. In sequential order record on the line the names, dates of birth and death, and any other information available about the members of the family. Then make a list of things you know or can infer about the family. Example: Most of the members died young; the family probably had a history of heart disease. The cemetery record books may be very helpful.

ACTIVITY #9 **TOPIC**: Family Tree- Genealogy

AREAS: Social Studies
Reading
Writing

MATERIALS: Paper Pen
Cemetery Record Books

OBJECTIVE: Given a family plot, the student will draw a family tree showing the original parents on the trunk and branches for each child, grandchild, etc., thereafter.

ACTION: Use the data from ACTIVITY 1 or locate a new family plot. From the information given, draw a family tree. Put the oldest parents' names on the trunk and each son or daughter on a branch, along with their husband or wife. Draw more branches for their children, great-grandchildren, etc. The cemetery record books may be helpful in supplying information not included on the tomb.

ACTIVITY #10

TOPIC: Cemetery VIPs -- Very Important People

AREAS: Social Studies- Mapping

MATERIALS: Paper Pen
City and state maps

OBJECTIVE: Given several names of well-known persons, the student will identify their influences in the community.

ACTION: Important people are often honored by having places or things named for them. Make a survey of tombstones or the cemetery records for names of people who may have been influential in the community. List the names and all of the evidence that you can locate that would indicate their importance. Search local maps, interview natives of the city, and observe streets, buildings and other place names for clues.

ACTIVITY #11

TOPIC: Life Cycle Clues

AREAS: Social Studies
Writing

MATERIALS: Paper Pen
APPENDIX Worksheet

OBJECTIVE: Given a survey of tombstones and cemetery records, the student will identify on a retrieval chart several clues about the class, race, religion and other aspects of a least 3 families.

ACTION: Survey the cemetery for at least three family plots or single stones from which you can identify clues. These clues may relate to family standing (lower, middle, upper), wealth, community influence, religion, race, heredity, traits, occupation, cause of death, and any others. Set up a retrieval chart and record your information in categories which you think most important and consistent from family to family.

ACTIVITY #12

TOPIC: Cemetery Chains

AREAS: Social Studies

MATERIALS: Paper Pen
Other media or camera

OBJECTIVE: Given multi-sensory experiences, the student will locate a series of 5 or more events representing casual relationships.

ACTION: Search the cemetery for a series of at least 5 events in which the first caused the second, the second caused the third, etc. Record the chain in any visual media appropriate to showing the casual relationships. Attach an explanation to each event. (Adapted from ESSENCE CARDS)

ACTIVITY #13 **TOPIC:** Buried Treasure

AREAS: Social Studies- Mapping **MATERIALS:** Paper Pencil
A small treasure

OBJECTIVE: Given an exploration of a secluded place in the cemetery, the student will draw a rough map locating a place where he/she buried a treasure for teammates to locate with 100% accuracy.

ACTION: Hide a small treasure in an out-of-the-way place in the cemetery. Do not damage the environment. Draw a rough map giving all clues possible. Include a legend on your map. Give the map to some of your peers and ask them to find your treasure. You cannot accompany them. If they do find the treasure, you earn the treasure also.

ACTIVITY #14 **TOPIC:** Mapping Small Places

AREAS: Social Studies- Mapping
Writing

MATERIALS: Grid frame
Drawing paper (2)
APPENDIX worksheet
Pencil Crayons

OBJECTIVE: Given a grid frame and corresponding grid paper, the student or team will draw maps of two locations, compare selected grid squares on the worksheet and answer questions.

ACTION: This activity requires advance preparation of the materials as follows: Construct a square grid frame, 24 x 24 inches, out of strong posterboard or wooden strips. Attach string to the strips, both vertically and horizontally at two-inch intervals, with tape or tacks. Along one axis, label the intervals with numbers. Along the other axis, label the intervals with letters. On two sheets of drawing paper make corresponding grid patterns of the same or one-half scale (12 x 12 inches) and label the intervals the same as the frame. Now you are ready for the cemetery: Select two very different locations in the cemetery. Place the grid frame on the surfaces and draw a map of each on the paper grids. Make up a legend for each item (blade of grass, insect, soil, letter on a stone, etc.). Make the maps look very professional! Now use selected and corresponding grid squares on the two maps to analyze differences on the APPENDIX worksheet. Answer the question on the sheet.

ACTIVITY #15 **TOPIC**: Names and Places

AREAS: Social Studies- Mapping **MATERIALS**: Paper Pencil
City map

OBJECTIVE: Given a map of the city, the student will complete a chart listing family names found on tombs and as place names.

ACTION: Study the city map to familiarize yourself with streets and other place names. Then walk through the cemetery locating tombs with names which appear on the map. Draw a chart similar to the one below and fill in the information. If you do not know the person's contribution, interview persons who live near the cemetery or in the city.

Family Names and Given Names	Date of Birth & Death	Place Names	Contribution to the City or Country

After adding several names to your chart, answer these questions:

Why do you think each person was honored?

When did most of these people live?

What relation do you notice between when a person lived and the location of the place bearing his name?

What other ways might these people be honored?

What might YOU do someday to have a place named for you?

Where would it be located?

What would it be called?

To stretch your imagination, add a section on your chart for the future. Use your name and those of your friends. Share with them.

ACTIVITY #16 **TOPIC:** Mapping Cemeteries

AREAS: Social Studies- Mapping
Language Arts- Interviewing
Reading

MATERIALS: Paper Pencil
City map
Resource Worksheet of Cemetery History

OBJECTIVE: Given maps showing several cemeteries, the student will compare cemetery locations and name influences on their locations.

ACTION: Locate several cemeteries on the city map. Why was each of the sites chosen? What site would be chosen today for a new cemetery? Name 5 or more things that would influence the location of a cemetery on a chart like the example below. Reading the cemetery history resource sheet may be helpful.

Influences of Long Ago	Influences of Today

ACTIVITY #17 **TOPIC:** Decisions, Decisions, Decisions

AREAS: Social Studies

MATERIALS: Pen Crayons
Drawing paper

OBJECTIVE: Given a search for clues, the student will identify clues for decisions and results and design a personal decision tree.

ACTION: Search the cemetery for clues that indicate people made decisions which influenced their lives. Construct a decision tree using your most interesting clues from a stone or set of family stones. Decide what you think the person's goal was. Then make a decision tree for yourself. It can represent the past or the future. List the clues and the decisions on a tree similar to the one below.

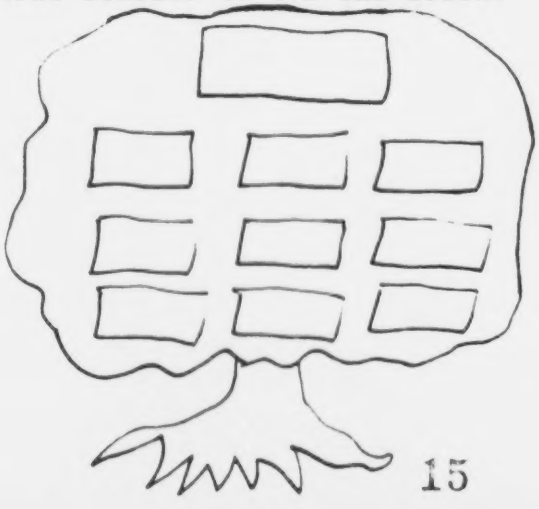
Goal

Results

Decisions

Clues

Name



ACTIVITY #18

TOPIC: Plot Drawings

AREAS: Art
Social Studies- Mapping

MATERIALS: Paper Pencil
Graph paper
Trundle wheel
Metric tape measure
Meter stick

OBJECTIVE: After selecting a large family plot, students will complete on 1/4 inch graph paper a scale drawing of the plot.

ACTION: Select an interesting family plot with at least six burials and make a scale drawing of it. Choose your own scale and make the appropriate measurements.

ACTIVITY #19

TOPIC: Measuring Tombstones

AREAS: Math

MATERIALS: Paper Pencil
Metric tape
Meter stick
String

OBJECTIVE: Given a selection of 10 tombstones of different sizes and shapes, the students will measure and record the dimensions in metric units.

ACTION: Choose 10 tombstones of differing sizes and shapes. Using appropriate metric measuring devices, measure the tombstones. Record your measurements and be sure to specify the units. Also record your inferences about why some are large and some are small.

ACTIVITY #20

TOPIC: Survey of Changes

AREAS: Social Studies

MATERIALS: Paper Pencil

OBJECTIVE: Given the time spent at the cemetery, students will list broad changes that have occurred in and around the cemetery over a long period of years.

ACTION: Near the end of your time at the cemetery reflect upon all you have observed during the day and consider what the cemetery may have been like 100 years ago. Obviously many changes will have taken place since it opened. List as many broad changes as you can.

ACTIVITY #21 **TOPIC:** What can you find out about heredity?

AREAS: Science Math **MATERIALS:** Paper Pencil

OBJECTIVE: After collecting data from tombstones and cemetery records, students will list at least two or more examples of the role of heredity in human existence.

ACTION: As a guide to finding examples of the role of heredity in how people look, live and die, consider the following:

1. Multiple births (twins, etc.)
2. Causes of death within family trees
3. Ages at death within family trees
4. Family occupation
5. Examination of epitaphs for clues to inherited physical characteristics

ACTIVITY #22 **TOPIC:** A Grave Problem

AREAS: Math **MATERIALS:** Paper Pencil
Metric measuring tape

OBJECTIVE: After examining a granite and regular shaped tombstone the student will determine the weight of the tombstone and compute its weight in pounds.

ACTION: Find a tombstone that is made of granite* and is regular in shape and it has all straight edges. Estimate its weight by comparing its size with your size. Measure and record the height, width and depth of the tombstone in centimeters.

My size: Height_____ Width_____ Depth_____ Weight_____
Tombstone: Height_____ Width_____ Depth_____ Estimated weight_____

Multiply the three numbers of the tombstone to find the volume in cubic centimeters. _____X_____X_____=_____cc's

Granite weights 2.6 grams per cubic centimeter.

Multiply the volume number by 2.6 to find the weight of the tombstone in grams. _____X 2.6 = _____

Divide this number by 1000 to find the weight of the tombstone in kilograms. $\frac{\text{_____}}{1000}$ = _____

A kilogram equals 2.2 pounds. Multiply the kilograms by 2.2 pounds to find out how much the tombstone weights in pounds.

_____X 2.2 = _____lbs.

*Most of the modern tombstones that are pink, grey or black and are polished are made of granite.

ACTIVITY #23

TOPIC: Animal Inventory

AREAS: Science

MATERIALS: Paper Pencil
Magnifier
Field Glasses

OBJECTIVE: Given the organisms evident in a cemetery setting, the student will compile a list of animals observed with indications of which were actually seen and which were observed indirectly.

ACTION: Animals can be observed directly using the sense of sight or indirectly relying on all the senses to note signs of the presence of different animals. Possible animal signs would include bird songs, tracks, nests, droppings, webs, tunnels, evidence of digging, holes in trees, etc. It is recommended that children spend some time familiarizing themselves with animal signs before going to the cemetery.

Quickly make a "guess list" of the types (i.e., birds, insects, etc.) of animals you expect to find. Move around the cemetery using your powers of observation to locate animals or animal signs. Record as many as you can. If you discover an animal sign but cannot identify it, write down a description to be analyzed later. Later try to more thoroughly identify any unknown animals or signs. Consult resource persons or references. Compile your findings into an Animal Inventory with whatever categories seem appropriate to you. Possibilities are conventional taxanomic categories such as birds, insects, mammals, worms but also may include types of environments (bushes or shrubs, open grass, wooded areas) or sense used in observing the sign (sight, hearing, etc.).

ACTIVITY #24

TOPIC: A Plot for Sale

AREAS: Reading
Writing
Math

MATERIALS: Paper Pencil
Measuring tools

OBJECTIVE: Given the atmosphere of the cemetery, students will write an ad to sell a plot in a cemetery.

ACTION: Try your skill in selling a plot in a cemetery. Write a blurb giving details as to size, location, surroundings, and cost. Draw the plot if you prefer but be sure to include details.

ACTIVITY #31 **TOPIC:** Visible vs. Invisible

AREAS: Art
Language Arts

MATERIALS: Paper Pen
Camera or art media

OBJECTIVE: Given a camera or art media, the student will pictorially represent visible evidence of invisible forces.

ACTION: Search the cemetery for 10 things that cannot be photographed; then photograph or draw a picture to represent visible evidence for 3 or more of them. Compose and attach a caption for each.

ACTIVITY #32 **TOPIC:** Metaphor Game

AREAS: Language Arts **MATERIALS:** Paper Pen

OBJECTIVE: Given 12 words or more, the student will write 6 or more metaphors.

ACTION: List at least 12 objects in the cemetery. Make as many combinations as possible explaining how one (or several) is like another (or several). Example: A tombstone is like a person; they both have names. Team up with a friend and see who can make the most comparisons or metaphors with the same number of objects.

ACTIVITY #33 **TOPIC:** Pictorial Essay

AREAS: Language Arts
Art

MATERIALS: Sketch Paper Pencil
Camera

OBJECTIVE: Given a topic or theme, the student will compose an essay in pictures.

ACTION: With a camera or sketch paper make a series of pictures in the cemetery which tell a story or relate to a theme. The setting can be past present or future. Write a caption or title for each picture.

ACTIVITY #34 **TOPIC:** Personal Epitaphs

AREAS: Language Arts, Art **MATERIALS:** Drawing & writing paper
Pen Crayons

OBJECTIVE: After studying many epitaphs in the cemetery, the student will compose 3 original epitaphs and illustrate on tombstone drawings.

ACTION: Study several epitaphs for an idea of what is usually included. Then compose 3 epitaphs: One for yourself, one for a friend, and one for your teacher. You can leave future dates blank. The epitaphs can be serious or humorous. Share with the persons involved.

ACTIVITY #35 **TOPIC:** Personification Paragraph

AREAS: Language Arts **MATERIALS:** Paper Pencil

OBJECTIVE: Given an inanimate object of particular interest, the student will compose a paragraph giving the object life.

ACTION: Choose an inanimate object which can be given human or animal characteristics. Write a paragraph bringing the object to life.

ACTIVITY #36 **TOPIC:** Tombstone Script

AREAS: Language Arts **MATERIALS:** Paper Pen Crayons
Newsprint Scissors
Camera (optional)

OBJECTIVE: Given a survey of tombstone script, the student will collect a record of 3 or more styles.

ACTION: Examine the script on tombstones ranging from the very oldest to the most recent additions to the cemetery. Make a record with rubbings, camera or by copying 3 or more of the best styles. Identify the most common strokes making up each style. After the series of strokes, write your name and birthdate in each style.

ACTIVITY #37 **TOPIC:** Gravestone Grammar

AREAS: Language Arts **MATERIALS:** Paper Pencil

OBJECTIVE: Given a survey of tombstones, the student will record 5 or more examples each of capitalization and punctuation and write rules for using the mechanics.

ACTION: Examine the gravestones for samples of capitalization and of punctuation. Record at least 5 examples of each and the dates when used. Group the ones together that use the same rules. Then write your own rules from the example for using capital and punctuation marks. Have forms changed? If so, how?

ACTIVITY #38 **TOPIC:** A Memorial

AREAS: Language Arts
Social Studies

MATERIALS: Drawing paper
Pen Crayons

OBJECTIVE: Given the choice of an admired person, the student will design an original memorial.

ACTION: Examine the tombstones for inscriptions that might have been composed by loved ones. Now think of your favorite person or hero from the past or present. Design a memorial which shows why you admire the person.

ACTIVITY #39 **TOPIC:** Stake out a Plot

AREAS: Language Arts **MATERIALS:** Paper Pencil
Toothpicks (4) String
Resource Sheet

OBJECTIVE: Given a small plot of cemetery land, the student will identify descriptive words or phrases and include them in a prose or poetry form.

ACTION: Stake out a small plot (about 12 x 12") with toothpicks and string. Study the plot carefully and record phrases and words for every detail within the square. Then use these to write a narrative description of your plot or a poem reflecting the mood. You may wish to choose a poetry form such as haiku, cinquain, tanka, acrostic or diamante found on the attached sheet.

ACTIVITY #40 **TOPIC**: Color Search

AREAS: Reading
Language Arts

MATERIALS: Paper Pencil
Hailstones & Halibut Bones
APPENDIX Worksheet

OBJECTIVE: Given the choice of a color, the student will identify and write 5 or more similes or metaphors for the color.

ACTION: Read some of the poems from Hailstone and Halibut Bones then choose a single color and search throughout the cemetery for examples of the color. Write a simile or metaphor for each. Examples: Grey is hard, cold stone.

INSTRUCTIONS for CLOSURE ACTIVITIES

The activities in this section are designed to use higher level thinking skills and to be shared at the end of the MAGIC DAY experiences. Much of the value in a closure activity is that participants review and articulate what they have experienced first-hand and thus clarify their thinking. They also expand their knowledge and feelings through sharing others' experiences. CHOOSE AT LEAST ONE OF THE FOLLOWING CLOSURE ACTIVITIES and prepare for sharing in small groups at the end of the day.

ACTIVITY #41 **TOPIC**: Tall Tales

AREAS: Language Arts **MATERIALS**: Paper Pen

OBJECTIVE: Given an unusual stone, name or record entry, the student will compose a tall tale.

ACTION: Choose an unusual stone, name or entry in the cemetery records or on a stone. Write your own tall tale. Make it very, very tall. Share with others and ask their help in making it taller yet.

ACTIVITY #42 **TOPIC**: Blueprint of the Future

AREAS: Social Studies
Art

MATERIALS: Drawing & writing paper
Pen Other varied media

OBJECTIVE: After surveying the cemetery and interviewing cemetery director, the student will plan in any appropriate media a futuristic cemetery.

ACTION: Design a cemetery of the future in any media you choose. Identify interview questions for the cemetery director or caretaker. Ask for information about his/her major concerns and responsibilities. Choose at least 3 of these and make provision in cemetery blueprint. Include the interview questions and responses along with the blueprint.

ACTIVITY #43 **TOPIC**: Cause of Death

AREAS: Science
Math

MATERIALS: Paper Pencil
Graph paper

OBJECTIVE: Students will, as a group, list at least 3 trends or patterns in causes of death among individuals buried at Fairview Cemetery.

ACTIVITY #43

ACTION: Using data from cemetery records, and/or tombstones themselves, on at least 50 individuals, determine any differences in the causes of death in various time periods. You may decide to look at a given time period, or only at one sex, or only at one age group, or even a composite picture. You may want to support your interpretations with graphs. The strongest differences will occur between the middle of the 19th century and the last 20 years.

What causes of death were virtually non-existent after 1960, after 1900, after 1850?

What events in science technology, medicine, public health or public works contributed to changes in the causes of death?

ACTIVITY #44

TOPIC: Family Plot

AREAS: Reading

MATERIALS: Paper Pencil

OBJECTIVE: Given a small family plot, student will reconstruct life during the time this family loved.

ACTION: Select a family plot of 4 to 6 graves. Use the time-line idea to list who died first, at what age, and so on. Write the story of this family describing life, occupations, dress, politics, etc., during the time when most of the family members were living. As a follow up activity, you may choose books from the library that will strengthen your knowledge of this period of history.

ACTIVITY #45

TOPIC: Graveyard Poetry

AREAS: Language Arts

MATERIALS: Paper Pencil/Pen
APPENDIX Resource Work-sheet for Poetry

OBJECTIVE: Given a search of inscriptions, the student will write an original poem.

ACTION: Sadness is normally associated with the cemetery. Hints of its antonym (opposite) may be found in inscriptions however. Search the epitaphs to find at least 8 words for "sadness" and 8 words for "you." Compose a diamante poem. See skeleton and definition below:

subject noun
adjectives
participles
NOUNS RELATED TO SUBJECT
participles
adjectives
Noun (opposite of subject)

INSTRUCTIONS for APPENDIX RESOURCE-WORKSHEETS

The following are resource sheets with data needed for activities, and/or worksheets needed for organizing data collected in the cemetery. Consumable copies of each of the worksheets are available for each participant. Note that the resource-worksheets are cross-indexed to the activities requiring their use.

Name(s)_____

WORKSHEET for LIFE STYLE CLUES

INSTRUCTIONS: Write a heading for each of the columns below. You may change the column headings which are already recorded. Collect and record clues about each family you have chosen. You may have to do much inferring if clues are not evident.

Family Life Styles

Categories	Social\ Economic Standing	Religion and Beliefs	Add your own:	Add your own:
Family Name	Clues	Clues	Clues	Clues

QUESTIONS: How were the families most alike?

How were the families most different?

What did you learn by doing this activity?

Name(s)_____

WORKSHEET for MAPPING SMALL PLACES

INSTRUCTIONS: Choose several squares from your maps in both locations which are most different or interesting. Fill in the chart below and answer the questions. This is a good activity for two teams to work on and then compare their findings on the chart below.

Location #1		Location #2	
Square No.-Letter	Items and Descriptions	Square No.-Letter	Items and Descriptions

QUESTIONS: What were the main differences in the two locations?

Why were the two locations different?

How did the two maps help you look very closely at the two locations?

What did you learn by doing this activity?

ACTIVITY #15 **APPENDIX RESOURCES-31**

RESOURCE WORKSHEET of CEMETERY HISTORY

INSTRUCTIONS: Look at New Albany maps. Locate cemeteries. List below.

Names of Cemeteries	Street Locations

Why do you think each cemetery was chosen?

What sites might be chosen today?

INSTRUCTIONS: On the chart below name 5 or more things that influence cemetery locations today.

Influences of Long Ago	Influences of Today

KEY DATES IN FAIRVIEW'S HISTORY

1813 When the Scribner brothers, Joel, Nathaniel and Abner, came here and called their new home New Albany, they laid the groundwork for a community with space set aside for schools, churches, parks and burial ground. The first burial ground was at Elm Street between West First and State Streets.

1841 As the area developed, new burial ground was needed. On July 30, 1841, five and one-half acres located in the area we now call Eighth Street was sold to the city for $500.00. They called it the Northern Burial Ground. The first burial recorded is of "a Hatton child" on July 31, 1841.— In those early days, 70% of the burials were children.

Early burial headstones show dates of people moved from family burial plots. Most of the bodies buried in the earlier burial ground, including Joel Scribner, were moved to the new cemetery. The earliest known grave in the cemetery is that of Joshua Fowler, a Revolutionary War soldier, showing a date of death of March, 1820.

Paupers' field was the burial ground for nameless people found along the trails or floating on the shoreline of the river. Between 400 and 500 people are buried there three-deep.

1844 In 1844, the steamboat Lucy Walker developed engine trouble soon after leaving the old Portland wharf in Louisville and blew up just below New Albany. 75 lives were lost, and 14 of them were "fetched up the river" for burial in the new cemetery. One of them has a stone marker—A. E. Edwards. Names of the others are in the cemetery record books.

1845 The Meekin family vault built in 1845 is the only remaining vault of the original six. In 1850, the Sinex family vault was built.

1854 By 1854, a total of 12 acres had been purchased but it was almost filled. More land was purchased over the years beginning in 1865.

1870 In the 1870's, four lots were set aside for ministers of Centenary, Wesley Chapel, Calvary Methodist and St. Marks Lutheran churches.

1875 A beautification program began in 1875 and water was introduced into the cemetery. A 100' by 300' lake was placed in the center of the cemetery with a grotto and fountain. Later, in 1920, the lake was drained. That century-old water system is no longer operative. The only water in the cemetery is in the office and a faucet outside the office building.

1877 Burial in a city vault constructed in 1877 for delayed burials cost $11.50 for adults and $10.50 for children. In the 1950's the vault decayed, and the brick was used to build the office.

1891 Prior to 1891, 300 shade trees were planted, a stone entrance was built with money raised by lot owners (where the present office stands) and a frame office was erected. A politically appointed sexton managed the cemetery.

In 1891, lot owners selected a Board of Regents to manage the cemetery. The rules were patterned after those of Cave Hill Cemetery in Louisville, Cave Hill having been dedicated as a rural cemetery in 1848.

1896 At the suggestion of the Board of Regents, the City Council changed the name of the cemetery to Fairview. The main entrance was changed to Sixth Street and the arch (costing $500) was placed over the entrance. Then in 1907 control was passed to the Board of Regents by the City Council. Ownership and control was not reconveyed to the City until 1974.

1960 A renovation program began, and Ben Akers became superintendent in 1963. The old office was torn down and the entrance moved to its present location. The present office was erected on the site of the 1891 entrance.

1967 The avenue of flags was added in 1967.

1972 It was reported in 1972 that the cemetery contained about 85 acres and included 26,882 graves. 1900 records show 2,987 lot owners and recorded burials of 12,205.

1988 The records reveal that more than 500 soldiers and sailors from all wars since the Revolution are buried at Fairview.

A bell in the office was once used for a 30-minute warning that the cemetery would be closed.

An endowment is in the City's "sinking fund" invested in government securities according to one report on file in the Library, with interest only to be used for upkeep of the Cemetery.

A [redacted] group of volunteers led by Elizabeth Turner as President (whose husband is buried in the mausoleum) and Ruth Braeutigam, Treasurer (with family buried in Fairview going back five generations), beautifies the grounds as voluntary contributions permit.

They who go
Feel not the pain of parting;
It is they who stay behind
That suffer.

Henry Wadsworth Longfellow
1807-1882

This brochure was compiled by Jeanne Burgess from information on file in the New Albany-Floyd County Public Library and made available from the archives by Benita Mason, Indiana Room Department Head. Special appreciation is extended to:

Benita Mason; James Russell for the brochure art; and Betty Bridgwater, DAR Regent for identifying the Scribner graves and for assistance in arranging the Scribner Days tour of the Cemetery.

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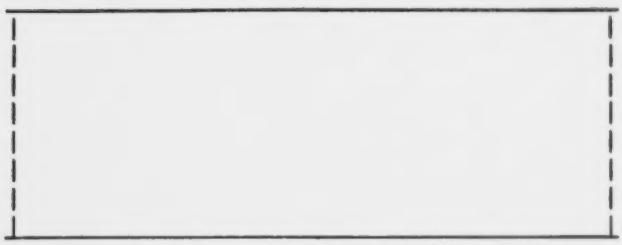
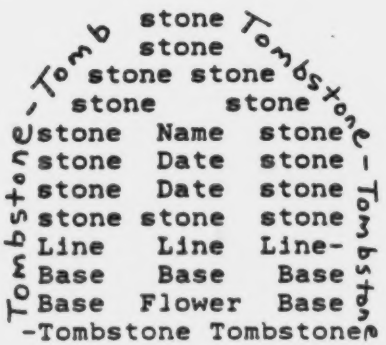
RESOURCE SHEET for POETRY FORMS

Concrete Poetry or Word Pictures





Haiku

5 syllables _ _ _ _ _

7 syllables _ _ _ _ _ _ _

5 syllables _ _ _ _ _

by Hashin

All sky disappears
The earth's land has gone away;
Still the snowflakes fall;

Tanka

5 syllables _ _ _ _ _

7 syllables _ _ _ _ _ _ _

5 syllables _ _ _ _ _

7 syllables _ _ _ _ _ _ _

7 syllables _ _ _ _ _ _ _

Silver raindrops fall:
A puddle of water stands.
Ocean before me,
All the word is reflected;
Loo hard and you see black mud.

Irene Tabata

ACTIVITY #45 **RESOURCE SHEET-34**

Diamante

Noun (1 word) _____

Adjective (2) _____ _____

Participle (3) _____ _____ _____

Nouns (4) _____ _____ _____ _____

Participle (3) _____ _____ _____

Adjective (2) _____ _____

Noun (1) _____

Death

Sorrow, peace

Devoted, missing, blessed

Nobleman, shadow, flower, Mother

Taken, resurrected, forgotten

Self-made, kind

Love

Jean Sanders

Clinquain

Title (1 word) _____

Description (2) _____ _____

Action (3) _____ _____ _____

Feeling (4)_____ _____ _____ _____

Antonym for title (1) _____

Rainbow

Sky's Umbrella

Turned upside down

Lovely splash of color

Aftermath

Kaye Hawley

Acrostic

First letter __ _____

of a word __ _____

begins each __ _____

line __ _____

__ _____

Silent the winds come a'bringing,

Primroses, dogwood and heather.

Rapidly winter has vanished;

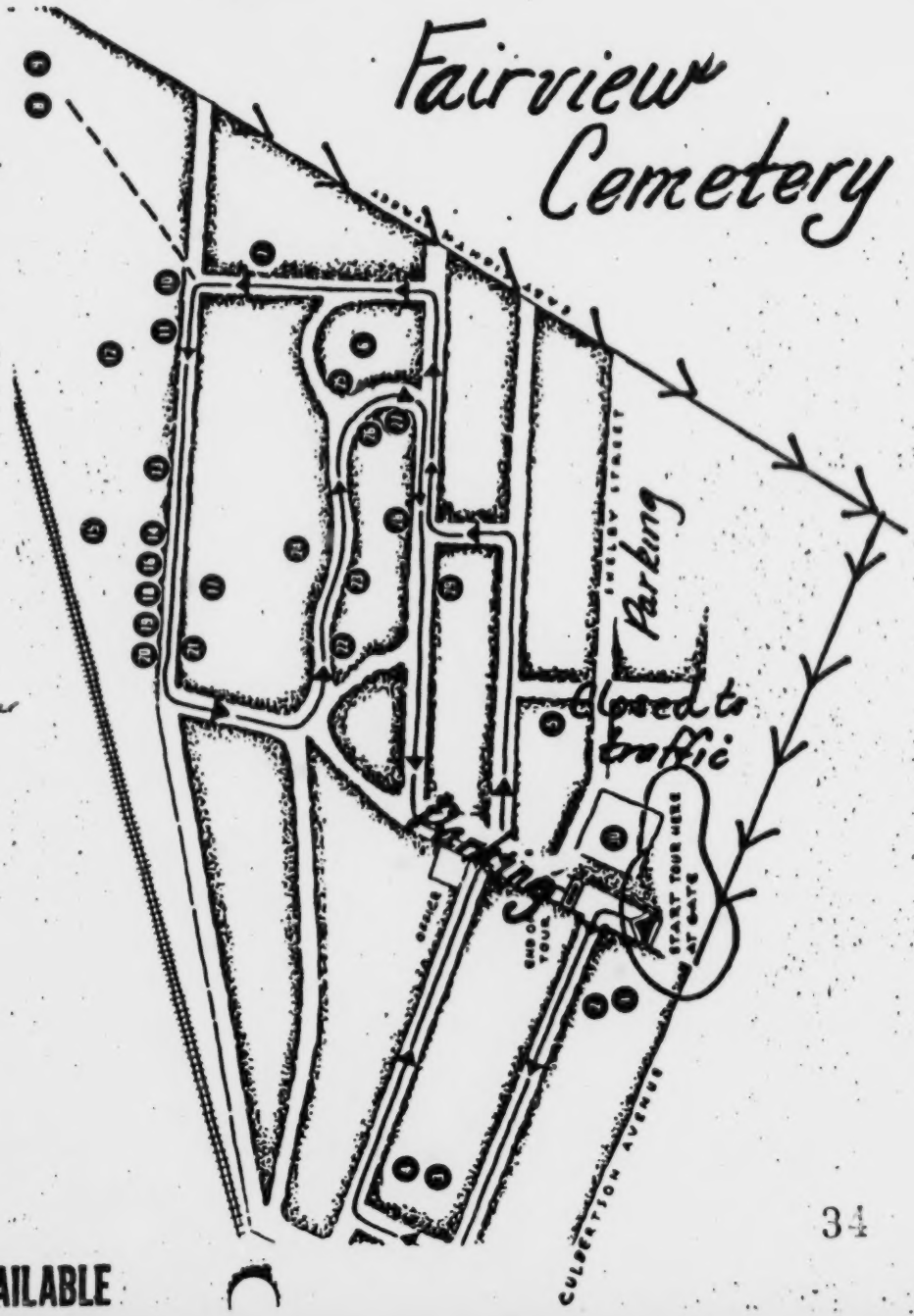
Into the past it is banished

Now in brightly Aprilly weather,

Go we to work lightly singing.

SOME OF THE NOTABLE HEADSTONES

1 Dunbar J W 1860-1943
US Congress 1866-71
2 Borden, Prof. W W 1823-1906
3 Scribner, Harold A 1926-1945
4 Scribner, Harvey E Sr
1897-1981 (and Ella)
5 O'Daniel, Effie Scribner 1906-
(sister of Harvey E Sr) 1986
6 Volunteer Firemen 1902
7 Buckman Benj. 1759-1842
Rev War
8 Kerr, Michael 1827-1876
US House Speaker 1875-1876
9 Willard, Asabel 1820-1860
Governor of In. 1857-1860
10 Scribner, Brig. Gen Benj. F
11 Early Scribners: Joel's
family/Nathaniel/Lucinda
Shipman (dau of Nathaniel)
and her family/Dr. Clapp
and family: #1 wife
Mary L Scribner; at her
death #2 wife Elizabeth
Edmunds Scribner/flat
stone in ground: Phoebe
Kellogg Scribner-mother
of Joel, Nathaniel, Abner
12 Fowler, Joshua Rev War
1820-earliest grave
13 Meekin family vault 1845
14 Ayers/Day lots: Silliman,
Wm Major Rev War/ Harvey
Augustus (and Mary) son
Addison and dau. Matilda
15 Rothwell, Mary Helen
Scribner 1879-1972
(dau. of Harvey A)
16 Jones, Richard Lord
1767-1852 Rev War age 10
17 Smith, Isaac 1808-1888
18 Lemon, Maria Louisa
Waring Hurley died 1877
gr. dau. of Phoebe
Scribner Waring Strong
(sister of Joel)
19 Sloan, Dr John 1816-1898
20 Bicknell, Geo. A
Rear Adm. 1846-1925
21 Mexican War Mem. 1846
22 Sinex vault 1850
23 Erni, Pralle Mayor 1985
24 Bell, Jos. 1758-1848
Rev War (Parker lot)
25 Children's burial lot
26 DePauw, Washington S
1822-1887
27 Middleton, Cornelia



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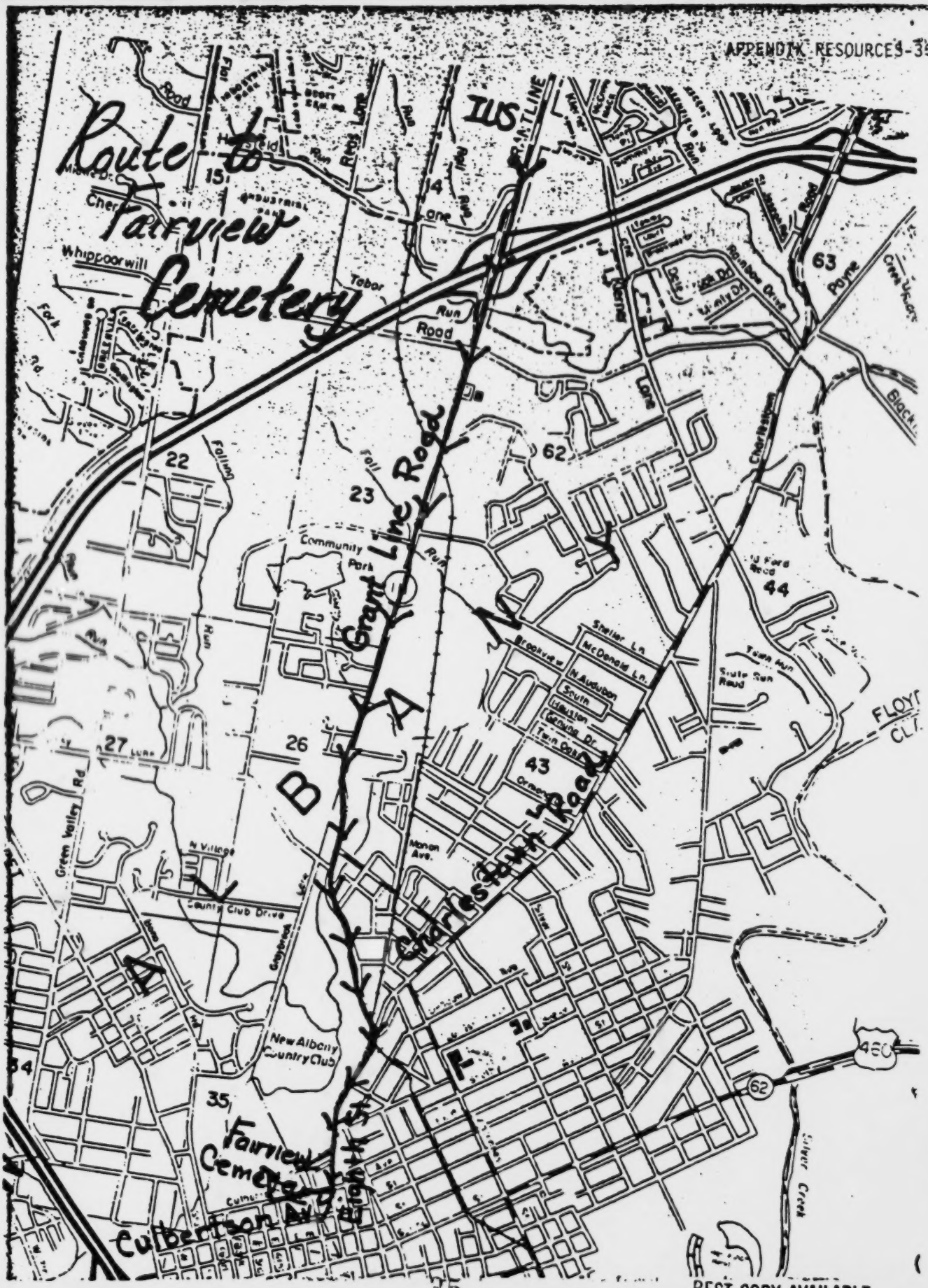
APPENDIX RESOURCES-35



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